

**Suvorkov Petr Andreevich**

First year residency student in the specialty «Therapy»

Ural State Medical University

Russia, Ekaterinburg

**Dobrazova Daria Alekseevna**

Fourth year student, faculty of General Medicine

Ural State Medical University

Russia, Ekaterinburg

**Academic supervisor: Musina Olesya Rakibovna,**

**Timeeva Lidia Vladimirovna**

## **UNIVERSITY 2.0 AS A PROMISING MODEL OF MODERN EDUCATION**

***Abstract.** the article discusses various models of education, among which the 2.0 Model is highlighted. The authors describe the advantages of this model of training and its practical application in the Ural State Medical University in the form of a structural division of University 2.0. The main activities of the University 2.0 are noted, as well as the results of its work in 2020. The conclusion is made about the prospects of using the 2.0 Model in modern education in general and in the conditions of an unfavorable epidemiological situation-in particular.*

***Keywords:** e-learning, education models, distance technologies, challenges, communication.*

**Суворков Петр Андреевич**

Клинический ординатор 1 года по специальности «Терапия»

Уральский государственный медицинский университет

Россия, г. Екатеринбург

**Добразова Дарья Алексеевна**

Студентка 4 курса Лечебно-профилактического факультета

Уральский государственный медицинский университет  
Россия, г. Екатеринбург  
**Научный руководитель: Мусина Олеся Ракибовна,  
Тимеева Лидия Владимировна**

## **УНИВЕРСИТЕТ 2.0 КАК ПЕРСПЕКТИВНАЯ МОДЕЛЬ СОВРЕМЕННОГО ОБРАЗОВАНИЯ**

***Аннотация.** В статье рассмотрены различные модели образования, среди которых особо выделена Модель 2.0. Авторы описывают преимущества данной модели обучения и ее практическое применение в Уральском государственном медицинском университете в виде структурного подразделения Университет 2.0. Отмечаются основные направления деятельности Университета 2.0, а также итоги его работы за 2020 год. Делается вывод о перспективности использования Модели 2.0 в современном образовании в целом и в условиях неблагоприятной эпидемиологической ситуации - в частности.*

***Ключевые слова:** электронное обучение, модели образования, дистанционные технологии, задачи, коммуникация.*

The year of 2020 may be characterized by a wave-like spread of a new coronavirus infection. The ever-growing COVID-19 pandemic has forced people from almost the entire world to start remote work. This applies to workers in almost all fields, as well as students. In this case, thousands of universities and schools in the USA, Italy, China and many other countries have converted their programs to a remote regimen. At the same time, on-line courses began to appear more than a decade ago and they are getting more and more popular. This type of education is based on e-learning and called University 2.0.

Traditionally, there are three learning models in the history of education: Education 1.0, Education 1.5 and Education 2.0. Education 1.0 is a classical learning

model that assumes a single source of information and multiple recipients of information. In simple terms, there is one lecturer and there are several students. In this case, the teacher (the source of information) is considered to be a professional. To date, this model is used very rarely due to its disadvantages. The most significant disadvantage is the complication of communication between a teacher and students due to their location at different levels. In classical education, the lecturer is apriori placed one step higher than his students. In addition, learners at universities of the past could not even get to know each other, sitting in a lecture hall. This practice caused the difficulty with communication among students. Finally, Model 1.0 uses inefficient and non-functional forms of learning.

Education 1.5, in contrast to the previous learning model, assumes the presence of developed horizontal connections between students. The main features of this model are group learning and mutual assistance. Using Model 1.5 each learner is both a student and a teacher for other groups. This swap of roles allows students to comprehend more information. At this level, there are such opportunities as forums, groups and discussions.

Nowadays, contemporary circumstances cause more and more educational institutions triggered using Education 2.0 model. This model looks like a set of «electronic» ways for access, analysis, processing different kinds of information. According to Education 2.0 these processed data are interesting and necessary for various learning groups. There is no clear «teacher – student» division in the Education 2.0 model. Instead of classic roles, one can select the following: a «mentor» and an «expert». Moreover, there are real situations when a student can be a mentor in one field and an expert in another [1].

In addition, Education 2.0 is web 2.0-based education. As Information Technology (IT) has become more robust and obtainable, increasingly infiltrating academic activities in higher education. The use of technology in education, commonly defined as e-learning, has become a standard component in many courses. Technology applications are not limited by the classroom – they can also place some classroom

sessions with virtual sessions or fully replacing classroom courses with online courses. The main aspects of Model 2.0 are support and guidance for students, flexibility, using teaching and learning activities and positive attitudes to IT and e-learning [2].

In our region, Education 2.0 model is being actively implemented in the work of the Ural State Medical University. Thereby there is a project «University 2.0» in USMU. This project includes three components: Development vector, Digital university and International education. The development vector of University 2.0 is aimed at developing applied high-tech technologies for high-tech medicine, implementing innovative solutions in practical medicine and the biomedical sector of the real economy. The Digital university was created with the aim of reinvention of modern medical education in the Urals. This is the top of the priority directions of the university's development. First of all, this transformation implies the introduction and improvement of various forms of e-learning and digitalization of the process of managed educational activities. Apart from it, this trend is also engaged in the acquisition and improvement of digital economy competencies of students and teachers, educational, auxiliary, administrative and managerial personnel.

Speaking of the third path of University 2.0, it is necessary to say that international education of USMU is one of the priority factors in the development of its educational, methodological and scientific activities. It is one of the points of the strategic development plan of USMU for the coming years. In 2008, the Department of International Relations was founded at our university. Since that, it is one of the youngest and most actively developing departments in USMU. Within the framework of the direction of International education, activity is carried out in four directions:

- 1) International cooperation, participation in educational and scientific programs;
- 2) Professional development and training of teaching staff abroad;
- 3) Training of foreign students in USMU;
- 4) Training of Russian students abroad (student exchange).

Ural Medical University has international agreements with such foreign medical institutions as European University of Brčko District (Bosnia and Herzegovina), Bukhara Medical Institute (Uzbekistan), Medical University of Vienna (Austria), Harbin Medical University (China), Semmelweis University (Hungary), Osh State University (Kyrgyzstan) and others [3].

Every year using University 2.0 programs in higher education is becoming more and more popular but the remarkable development of this department was in 2020. For example, in 2020, 565 foreign students entered USMU, which is 69% more than the previous year, when there were only 334 foreign students. At the same time, the geography of admission has increased by 10 countries and now covers 35 countries in Asia, Africa and South America. In 2020, the second admission of foreign students in the history of the university was carried out under the network educational programs implemented jointly by USMU and Namangan State University (Republic of Uzbekistan) in the specialties «Medical Care» and «Pediatrics» - 40 students have started training. In the context of the pandemic, preparatory courses for applicants, which were conducted on the platform «Microsoft Teams», were also efficiently used. Forty departments of the university took advantage of this platform for teaching students. In other words, a unified distance learning system with 80 remote courses was launched by the university. In the face of the ongoing coronavirus pandemic, the medical university had to provide training for qualified doctors by guiding in the diagnosis and treatment of COVID-19. In total, 1098 students have been educated in this direction, 275 doctors have improved their qualifications [4].

In conclusion, it should be mentioned tough epidemiological situation in 2020 forced higher education to transform rapidly and adopt the Model 2.0. To date, this model provides education with the necessary resources to work in a pandemic. Of all the education models, Model 2.0 allows higher education to keep up with the times and meet modern requirements. In this way, it makes training accessible and qualified in all options, even with the use of remote technologies.

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